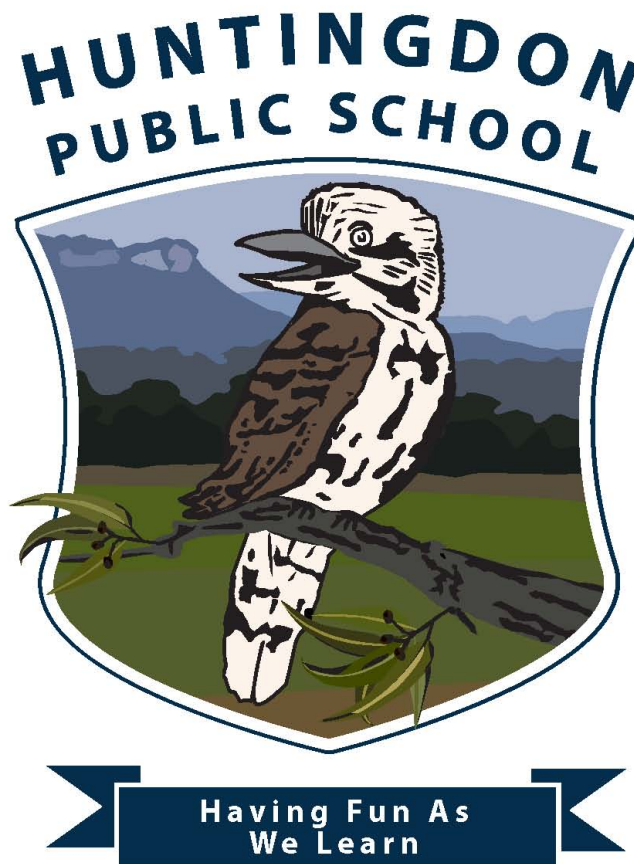


Strategic Improvement Plan 2021-2024

Huntingdon Public School 2190



School vision and context

School vision statement

Our shared commitment to learning at Huntingdon Public School is to support all students to achieve their personal best in a positive, caring and collaborative learning environment. High quality teaching practices, innovation and creativity develop highly engaged life-long learners, who are inspired and challenged to achieve to their maximum potential.

School context

Huntingdon Public School is a small, rural school located in bush land 7 kilometres west of Wauchope. The school culture focuses on supporting all students in a positive, caring and collaborative learning environment, where learning is tailored to individual student need. Students, staff, parents and the wider community work together to promote school excellence and are proud of the collective achievements of our school.

Huntingdon Public School has a current enrolment of 28 students. 18% of students identify as Aboriginal. The school has strong relationships with the local community, including the AECG and Bunyah Land Council. In 2020, this partnership resulted in the installation of a yarning circle in the playground which is used on a daily basis both during class and play time. In the last three years, there has been a downward trend in enrolments predominantly due to enforcing the zoning policy, ensuring that only local students are enrolled and that all public schools in the local area are promoted and supported.

Significant drought and bushfire impact has driven a passion in students and staff to implement a number of sustainability projects within our school. The Garden to Plate project involves students growing and cooking with their own food. Vegetable gardens, worm farms, a school composting system, chickens and a native bee hive all work together to create a healthy self-sufficient ecosystem of which our community is very proud.

The whole school community, involving students, staff, parents and the local AECG, was consulted in a thorough situational analysis followed by the development of the strategic improvement plan. Through our situational analysis and collaborating with the executive teams at two nearby local schools, we have identified an opportunity to focus on building the collective capacity of staff to contribute to networks that supports the learning of others and the development of outstanding educational pedagogy. Embedding a Professional Learning Community across three school sites will support all staff to develop and refine expert knowledge and evidence informed teaching practice. Focus on highly effective data skills and use will support teachers to embedded whole school practices in planning, implementing and reviewing the effectiveness of their learning and teaching programs reflecting ongoing improvement of student outcomes.

Focus on a supportive and collaborative wellbeing community will build a culture of high expectations and responsiveness that effectively caters for a range of wellbeing issues. Using the Personal and Social Capability Continuum, we will develop highly confident, resilient and adaptable students capable of appropriately expressing themselves in difficult or unexpected situations.

Continual monitoring of internal and external student performance and wellbeing data will determine areas of need and success at a class, school and professional learning community level and the involvement of the whole school community in this process will be essential for success.

Strategic Direction 1: Student growth and attainment

Purpose

Development, implementation and ongoing review of dynamic, differentiated teaching and learning programs utilising the most effective evidence-based teaching methods will ensure student achievement, growth and performance across the full range of student abilities is maximised.

Improvement measures

Target year: 2022

System Negotiated

- Achieve an uplift of 4.9% in the percentage of students achieving in the top 2 bands for NAPLAN reading
- Achieve an uplift of 4.2% in the percentage of students achieving in the top 2 bands for NAPLAN mathematics

Target year: 2024

School Level

- 100% of students demonstrate growth on PAT tests when compared to the baseline test data
- 100% of teaching programs show evidence of dynamic, differentiated teaching and learning using evidence based teaching practices
- 100% of teachers demonstrate progress in their self-assessment of capacity in WWB elements

Target year: 2022

School Excellence Framework

- Assessment - School evidence sets can demonstrate achievement at the excelling level for formative assessment
- Data Skills and Use - School evidence sets can demonstrate achievement at the excelling level for data use in teaching

Initiatives

Dynamic evidence-based teaching and learning programs

Staff exhibit exemplary practice in planning, implementing and reviewing the effectiveness of their learning and teaching programs reflecting ongoing improvement of student outcomes.

- PLC sharing of expertise drives dynamic programming that includes integrated and ongoing formative assessment to inform practice and monitor student growth.
- The learning community has processes in place to support teachers consistent, evidence-based judgements and moderation of assessments.

Expert knowledge and evidence informed teaching practice

For all staff to work with colleagues to review, modify and expand their repertoire of teaching strategies to assist students to use their knowledge, skills, problem solving and critical and creative thinking through targeted and explicit teaching.

- Ongoing PL focused on deep knowledge acquisition in reading and numeracy to develop syllabus and content knowledge.
- Utilising WWB, High Impact Teaching Strategies and Creative and Critical Thinking Capabilities Framework as a base for narrowing focus of support for staff to work towards teaching practice goals linked to student growth.
- Support for all staff to link explicit teaching practice to identified need based on formative and summative assessment through coaching and mentoring within and across PLC.

Success criteria for this strategic direction

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

All staff initiate and engage in professional discussions with colleagues in a range of forums to evaluate practice directed at improving professional knowledge and practice and the educational outcomes of students. (6.3.3)

Evaluation plan for this strategic direction

Questions

How can we demonstrate that the development, implementation and ongoing review of dynamic, differentiated teaching and learning programs results in student achievement, growth and performance for all students?

Data

- Teacher self assessment survey on WWB elements
- PAT testing
- PLAN 2 data
- Programming documents
- Programming supervision document
- Classroom observation documents
- NAPLAN
- Professional learning notes and reflections

Strategic Direction 1: Student growth and attainment

Improvement measures

- Curriculum - School evidence sets can demonstrate growth on the SEF to excelling in the domain of curriculum through an external assessment or school self assessment
- Student Performance Measures - School evidence sets can demonstrate growth on the SEF to sustaining and growing in the domain of student performance measures through an external assessment or school self assessment

Strategic Direction 2: Connect, Succeed, Thrive and Learn

Purpose

To embed school-wide, collective responsibility to develop a comprehensive and integrated strategy to support the emotional and social wellbeing of students in a context of holistic quality teaching and learning.

Improvement measures

Target year: 2022

Attendance Data

- Increase percentage of students attending 90% by 4% in 2022
- Increase attendance rate by 2% in 2022

Target year: 2024

School Level

- Tell Them From Me data indicates an 8% increase in the percentage of students with a positive sense of belonging from 2020-2024
- Increase the number of parents engaging in the Tell Them From Me survey to 15 in 2024

Target year: 2022

School Excellence Framework

- Wellbeing - School evidence sets can demonstrate growth on the SEF to excelling in the domain of wellbeing through an external assessment or school self assessment
- Educational Leadership - School evidence sets can demonstrate achievement at the excelling level for community engagement

Initiatives

Social and Emotional Capability of students

Develop highly confident, resilient and adaptable students capable of appropriately expressing themselves in difficult or unexpected situations.

- PL with staff on using Personal and Social Capability Continuum (PSCC)
- Develop- a rubric/monitoring process to check student engagement and skill development for both staff and students
- Develop Scope and Sequence Lesson Plans and delivery which includes teacher to students and peer model
- Link PDP goals, observations and walkthroughs to PSCC and current research materials
- Include PSCC on Semester 1 and 2 reports

A Supportive and Collaborative Wellbeing Community

Continually empower our school community to build a culture of high expectations and responsiveness that effectively caters for a range of wellbeing issues.

- Collaboratively develop a communication strategy to inform and update families on a regular basis about the Wellbeing focus - Facebook, phone calls, website, school loop app
- Focus on building wellbeing into learning conferences and PLPs
- Homework tasks to include a social skill or family connection activity
- Sessions with families on the PSCC.

Success criteria for this strategic direction

Positive, respectful whole school relationships are evident and widespread among students, staff and families with high levels of engagement and sense of belonging.

Evaluation plan for this strategic direction

Questions

How and in what ways can we show an embedded school wide, and collective responsibility in supporting the emotional and social well-being of our students?

Data

- Tracking and Monitoring Rubric
- Scope and Sequence
- Programs
- Observation and Walk-through data
- Staff PDP Goal reflections
- Change of language used in Student Learning Journals
- TTFM/Survey
- Community Attendance data at school events
- School Reports
- Behaviour and attendance data

Strategic Direction 3: Collaborative high performance culture

Purpose

Establish and grow a high performance professional learning community across school sites driven by continuous improvement of teaching and learning with a clear focus on student progress and achievement and innovative collaborative practice.

Improvement measures

Target year: 2022

System Negotiated

- Achieve an uplift of 2% in the percentage of students achieving in the top 2 bands for NAPLAN reading by 2024
- Achieve an uplift of 5% in the percentage of students achieving in the top 2 bands for NAPLAN mathematics by 2024

Target year: 2024

School Level

- 100% of teachers can use classroom programs, assessment data and PDP reflections to evidence an increased collective capacity to meet the needs of all learners across the Professional Learning Community

Target year: 2022

School Excellence Framework

- Assessment - School evidence sets can demonstrate growth on the SEF to excelling in the domain of assessment through an external assessment or school self assessment
- Data Skills and Use - School evidence sets can demonstrate achievement at the excelling level for data use in teaching
- Learning and Development - School evidence sets can demonstrate growth on the SEF to excelling in the domain of learning and development through an

Initiatives

Collective Efficacy

Focus on building the collective capacity of staff to contribute to networks that supports the learning of others and the development of outstanding educational pedagogy. Leadership teams' model collaborative practice and engage with other schools to facilitate innovative mindsets for learning.

- Combined Executive team across sites focuses on PL, PDP, SEF and SIP mapping and develops evidenced based teaching focus
- Combined PL sessions that addresses CTJ, moderation, programming and curriculum planning
- Consistent systems and documentation across all sites: scope and sequences, programs, assessment schedules, tracking and monitoring tools
- Combined baseline data across sites to track and monitor in Reading and Maths
- Regular and ongoing collaboration and feedback inclusive of PDP's and observations across sites

Highly effective data skills and use

Teachers apply a full range of assessment strategies in determining teaching directions, monitoring student progress and achievement, as well as using data to reflect on teaching effectiveness.

- PL on data skills and use to build analysis skills and knowledge
- PL on formative assessment
- Formative assessment consistent and captured in programs across both sites

Success criteria for this strategic direction

- Student assessment is regularly used within and across schools to identify student achievement and progress in order to reflect on teaching effectiveness
- Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught
- There is an embedded and explicit system that facilitates professional dialogue, collaboration, classroom observations, the modelling of effective practice and the provision of specific and timely feedback between all teachers.
- All staff work with colleagues to use data from internal and external student assessment for evaluating learning and teaching. identifying interventions and modifying teaching practice (5.4.3)

Evaluation plan for this strategic direction

Questions

1. How can we demonstrate the existence of a high performing PLC that has impacted teaching, learning and student progress and achievement?

Data

- Executive Team structure with Minutes
- PL Minutes
- Schedules and Systems developed
- Cross site tracking and monitoring data
- PDPs
- Observation and Feedback documents
- Staff surveys baseline and ongoing (WWB)

Questions

2. How can we demonstrate innovative collaborative practice within our PLC?

Data

Strategic Direction 3: Collaborative high performance culture

Improvement measures

- external assessment or school self assessment
 - Educational Leadership - School evidence sets can demonstrate growth on the SEF to excelling in the domain of educational leadership through an external assessment or school self assessment
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Evaluation plan for this strategic direction

- Observations and Feedback
- Programs and Planning documents Writing Rubrics etc
- Staff surveys baseline and ongoing (WWB)